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ABSTRACT

This report is designed to provide New Jersey Congressional legislators with current information on the effectiveness of the Education Consolidation and Improvement Act of 1981 (ECIA) Chapter 1 Program in New Jersey. Data on the reading and mathematics performance of ECIA Chapter 1 students in grades 2 through 8 from participating districts were analyzed and reported by type of testing schedule (i.e., spring to spring or fall to spring). Statewide as well as Congressional District results are presented, and a set of recommendations is proposed. Strong positive gains, expressed as Normal Curve Equivalents (NCEs), were achieved statewide in reading and mathematics in both spring to spring and fall to spring testing. In general, New Jersey students performed better than the national norm for ECIA Chapter 1 students, and statewide results were reflected in the results achieved within each Congressional District. Student NCE gains were generally higher in mathematics than in reading, independent of testing schedule. (Author/TJH)

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CONGRESSIONAL REPORT

New Jersey ECIA Chapter 1 Evaluation

1986-1987

Prepared By:

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April, 1988

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April 8, 1988

A MESSAGE FROM THE PRESIDENT

The New Jersey Association of Federal Program Administrators, through the support of its membership, has gathered evaluation information on the statewide effectiveness of the ECIA Chapter 1 program in New Jersey since 1982. The information, which details in report form, the performance of students in reading and mathematics as a result of participation in the Chapter 1 program, is essential to providing Congressional legislators, state legislators, the Department of Education, superintendents of schools and program administrators with current information upon which future decisions can be made.

We appreciate the continued support of our membership and the opportunity to share this report with you.

Sincerely,

Harold Reid

Harold Reid
President

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ACKNOWLEDGEMENTS

The staff of Management and Evaluation Associates would like to acknowledge the members of the Board of Directors of the New Jersey Association of Federal Program Administrators for initiating this study. We would also like to acknowledge the direction and support received from the following members: Harold Reid, Dr. George E. Jarrach and Archie Greenwood. Acknowledgement is also made to the regional representatives, Agnarda D. Palsha, James L. Terrell, Ellen O'Connor and Diana Lobosco for their role in collecting data for this report.

We would like to express our sincere thanks to all of the districts which participated in this study. Without their cooperation, this study would not have been possible.

Finally, we would like to thank Gary Echternacht of the Educational Testing Service in Princeton, New Jersey, and Howard C. Essl of the U.S. Office of Education in Washington, D.C., who provided technical input for this report.

Robert M. Slivka
President
Management and Evaluation Associates

ABSTRACT

This report is designed to provide New Jersey Congressional legislators with current information on the effectiveness of the ECIA Chapter 1 program in New Jersey.

Data on the reading and mathematics performance of ECIA Chapter 1 students in grades two through eight from participating districts was analyzed and reported by type of testing schedule, i.e., spring to spring or fall to spring. Statewide as well as Congressional District results are presented and a set of recommendations are proposed.

Strong positive gains, expressed as Normal Curve Equivalents (NCEs), were achieved statewide in reading and mathematics in both spring to spring and fall to spring testing. In general, New Jersey students performed higher than the national results for ECIA Chapter 1 students and statewide results were reflected in the results achieved within each Congressional District.

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SECTION 1: INTRODUCTION

The purpose of this report is to provide New Jersey Congressional legislators with current information on the effectiveness of the ECIA Chapter 1 program in New Jersey. Since 1982 the New Jersey Association of Federal Program Administrators (NJAFPA) has provided a formal evaluation report to New Jersey's Federal senators and representatives designed to provide them with student performance information upon which to base their decisions regarding the funding of the ECIA Chapter 1/ESEA Title I legislation.

This study was designed to collect, analyze and report on the reading and mathematics performance of students in grades two through eight who participated in an ECIA Chapter 1 program during the 1986-1987 school year.

SECTION 2: PROCEDURE

The NJAFPA requested that all New Jersey public school districts submit student performance results from their New Jersey Consolidated Program Evaluation Summary (CPES) Reports to the appropriate NJAFPA regional representative. Seventy (70) districts responded. Appendix A contains a list of participating districts by Congressional District.

All district data was coded with the appropriate Congressional District and organized for computerized data entry. For school districts covered by two Congressional Districts a decision was made to place the district into only one Congressional District in order to facilitate the data analysis process. The selection of which Congressional District was based on the sampling need for the Congressional Districts under consideration. All public and non-public school students in grades two through eight who received instruction in reading or mathematics or both and who were funded totally or in part by ECIA Chapter 1 funds were included in this study. Due to time constraints, data for ECIA Chapter 1 funded neglected or delinquent, former migrant, handicapped and Limited English Proficiency (LEP) students was not included in this study. The number of students, their mean pre test, posttest and performance gain results expressed as a Normal Curve Equivalents (NCEs), and testing schedule (spring to spring or fall to spring) for districts using the Model A-1 evaluation design were entered for computerized data analysis.

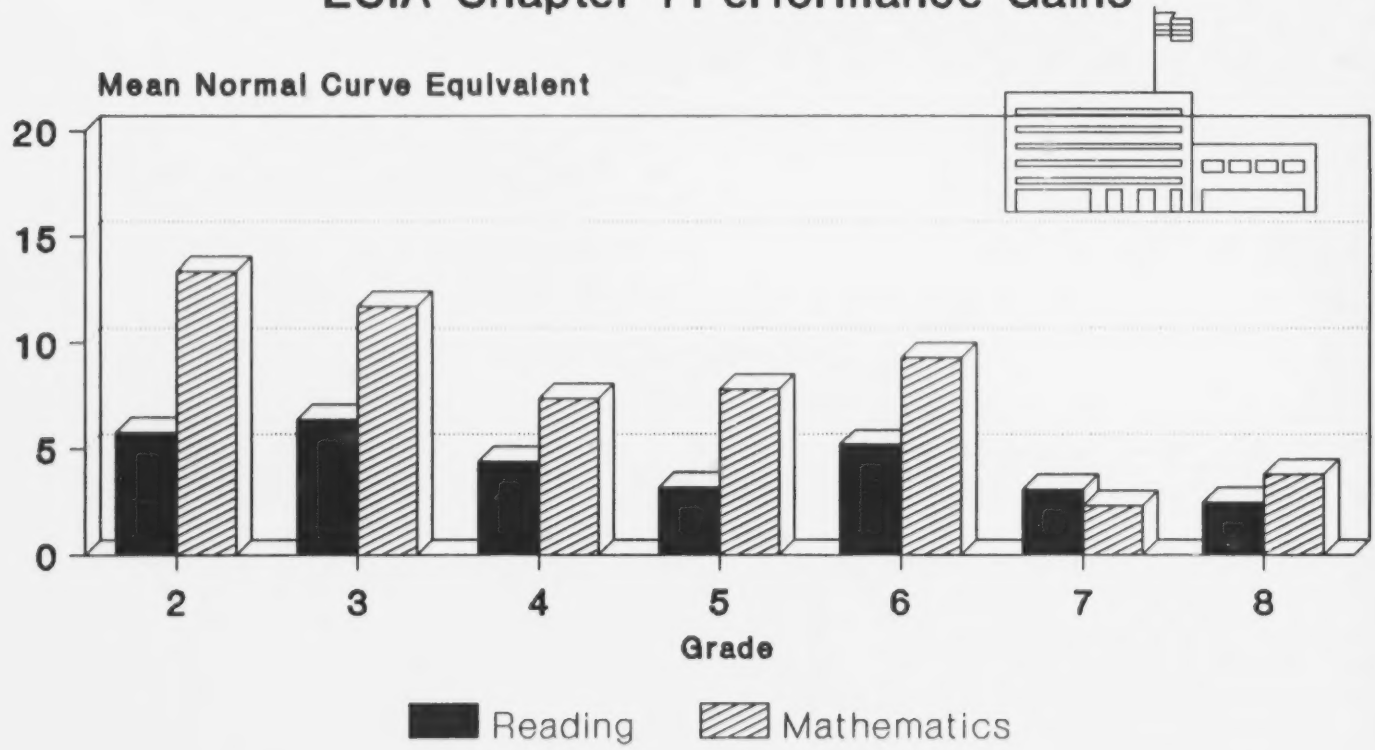
SECTION 3: RESULTS

The results of this study are presented below by testing schedule. Statewide results for reading and mathematics in grades two through eight, expressed as mean NCE gains, are presented in the first two graphs. The following two tables provide a comparison between the results of this study and the most recent national results. The remaining graphs present a summary of results by Congressional District. Results of both testing schedules have been included on these graphs. All Congressional Districts are represented except District 5. Where no bars are shown on the graphs, no data was available. Backup information on all graphs is contained in Appendix B.

NEW JERSEY

1986-1987 Spring-Spring

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports

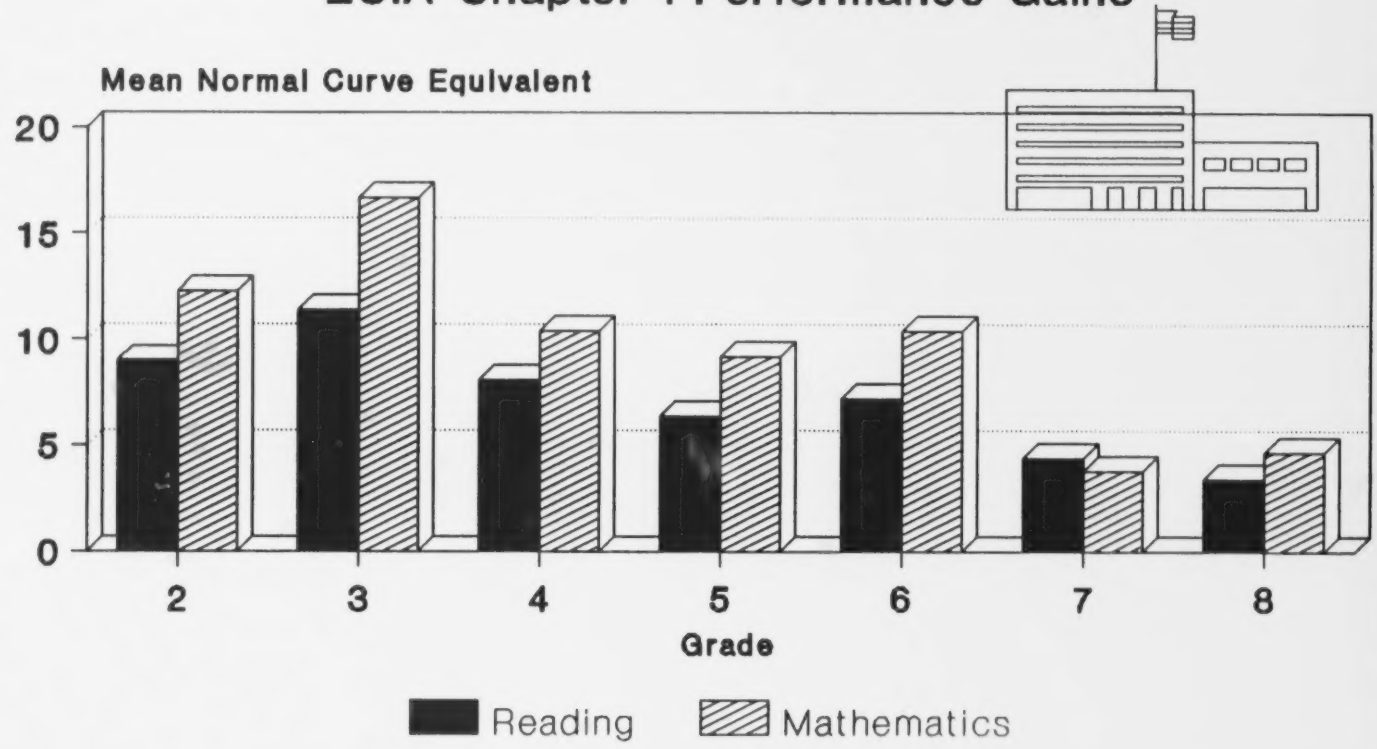
Graph by M and E Associates

Hightstown, New Jersey

NEW JERSEY

1986-1987 Fall-Spring

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports
Graph by M and E Associates
Hightstown, New Jersey

NEW JERSEY AND NATIONAL COMPARISON

Mean NCE (Normal Curve Equivalent) Gains

READING and MATHEMATICS

Spring 1986 - Spring 1987

ECIA Chapter 1 Public and Non-Public School Students

	New Jersey				National *	
Grade	N +	Read	N	Math	Read	Math
2	3,744	5.8	2,500	13.4	5.2	5.2
3	4,257	6.4	3,534	11.7	3.6	3.6
4	3,831	4.4	3,833	7.4	3.9	3.9
5	4,570	3.2	3,797	7.8	5.3	5.3
6	4,210	5.2	3,453	9.3	4.0	4.0
7	3,497	3.1	2,597	2.3	3.7	3.7
8	3,205	2.5	3,133	3.8	2.4	2.4

* Source: U. S. Department of Education. Data is for the 1986 fiscal year.

\+ N = Number of students with pre and posttest data.

Graph by M and E Associates
Hightstown, New Jersey

NEW JERSEY AND NATIONAL COMPARISON

Mean NCE (Normal Curve Equivalent) Gains

READING and MATHEMATICS

Fall 1986 - Spring 1987

ECIA Chapter 1 Public and Non-Public School Students

	New Jersey				National *	
Grade	N +	Read	N	Math	Read	Math
2	2,622	9.0	2,090	12.3	9.8	13.6
3	3,045	11.4	2,454	16.7	8.2	11.8
4	2,017	8.1	2,006	10.4	7.5	11.1
5	2,817	6.4	2,187	9.2	6.6	9.7
6	2,697	7.2	2,291	10.4	6.6	8.8
7	2,262	4.4	1,639	3.8	5.8	6.9
8	2,228	3.4	2,089	4.7	5.7	5.8

* Source: U. S. Department of Education. Data is for the 1986 fiscal year.

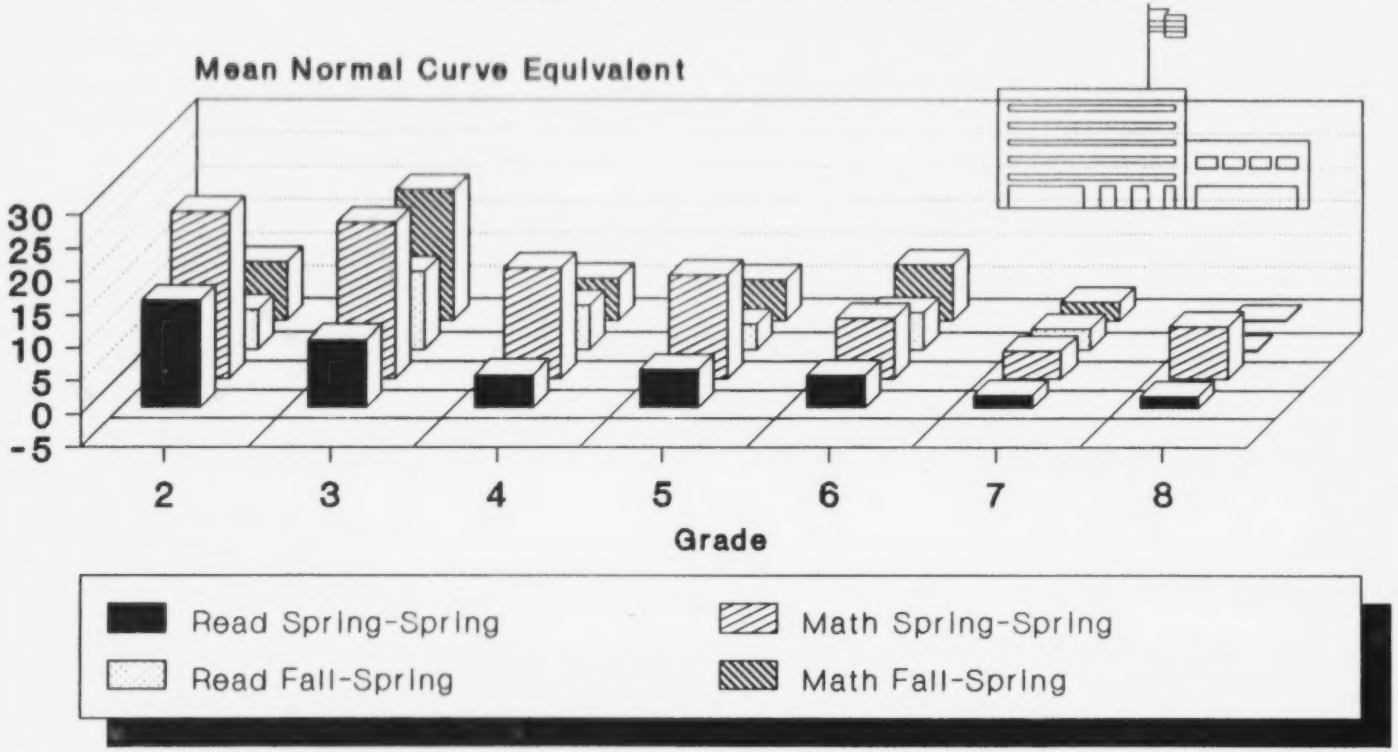
\+ N = Number of students with pre and posttest data.

Graph by M and E Associates
Hightstown, New Jersey

NJ CONGRESSIONAL DISTRICT 1

1986-1987

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports

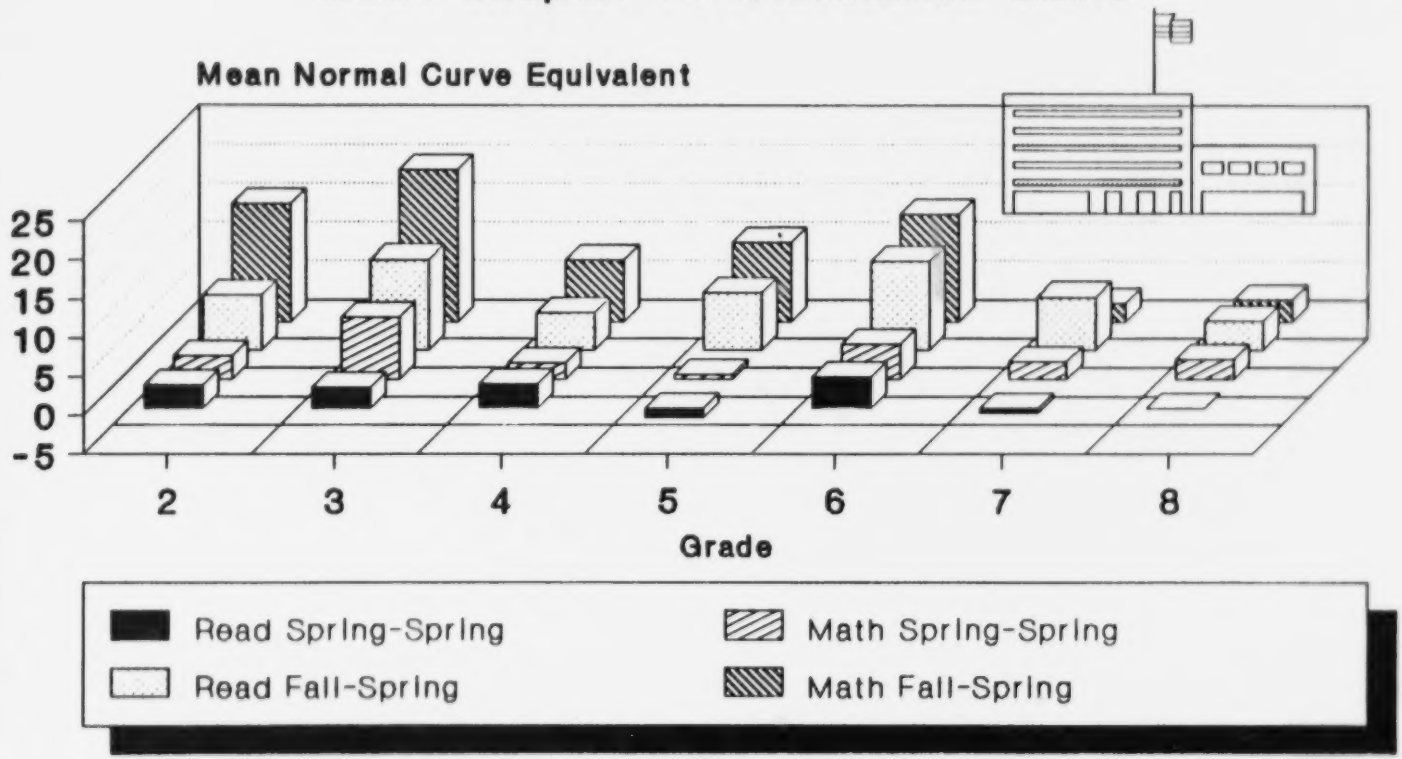
Graph by M and E Associates

Hightstown, New Jersey

NJ CONGRESSIONAL DISTRICT 2

1986-1987

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports

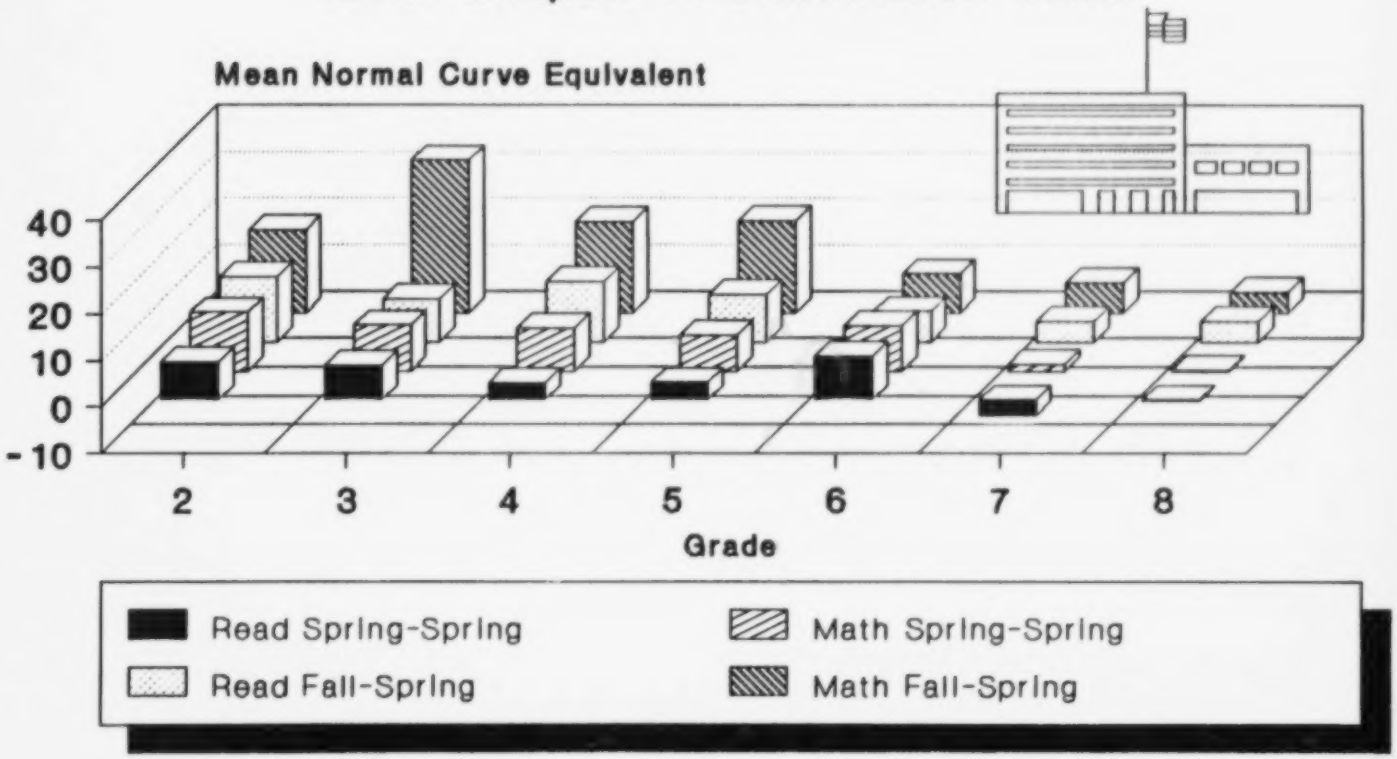
Graph by M and E Associates

Hightstown, New Jersey

NJ CONGRESSIONAL DISTRICT 3

1986-1987

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports

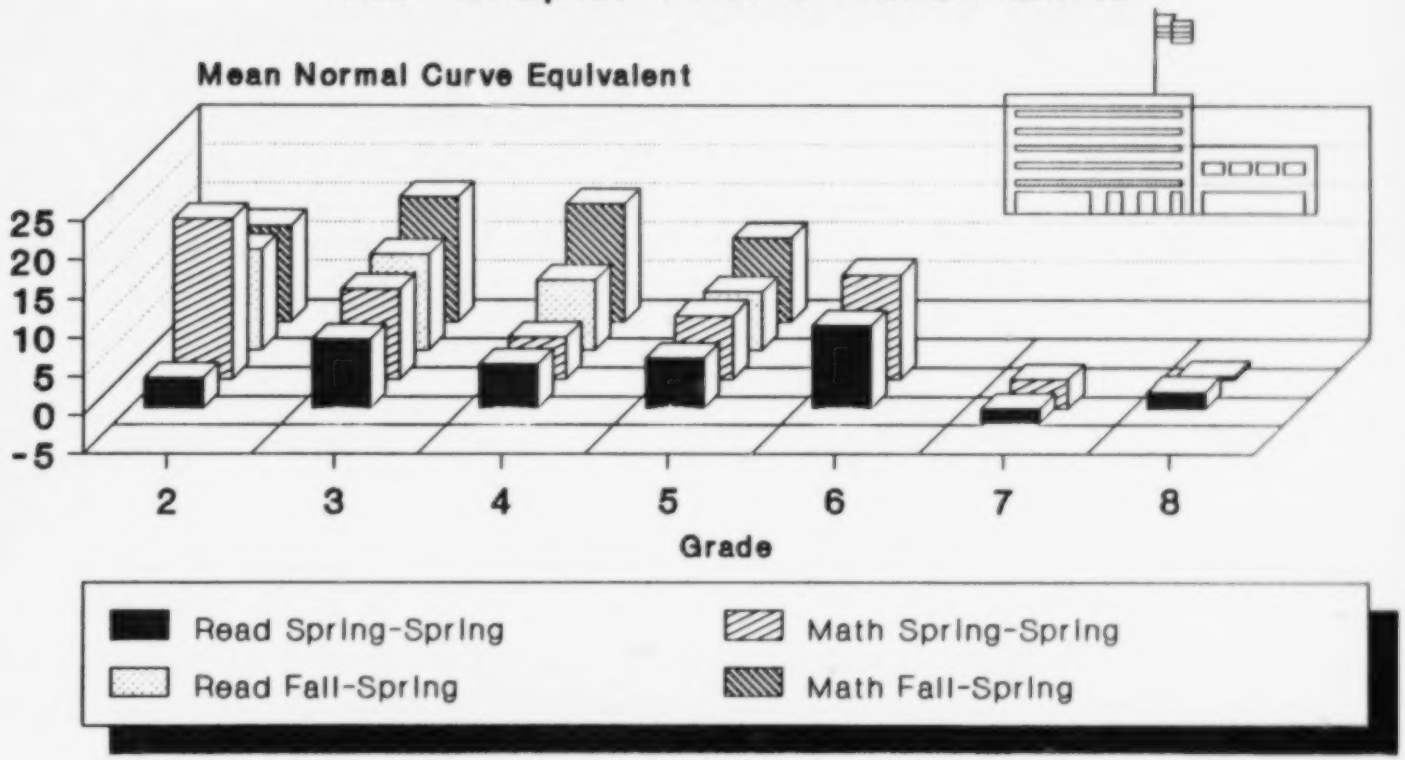
Graph by M and E Associates

Hightstown, New Jersey

NJ CONGRESSIONAL DISTRICT 4

1986-1987

ECIA Chapter 1 Performance Gains

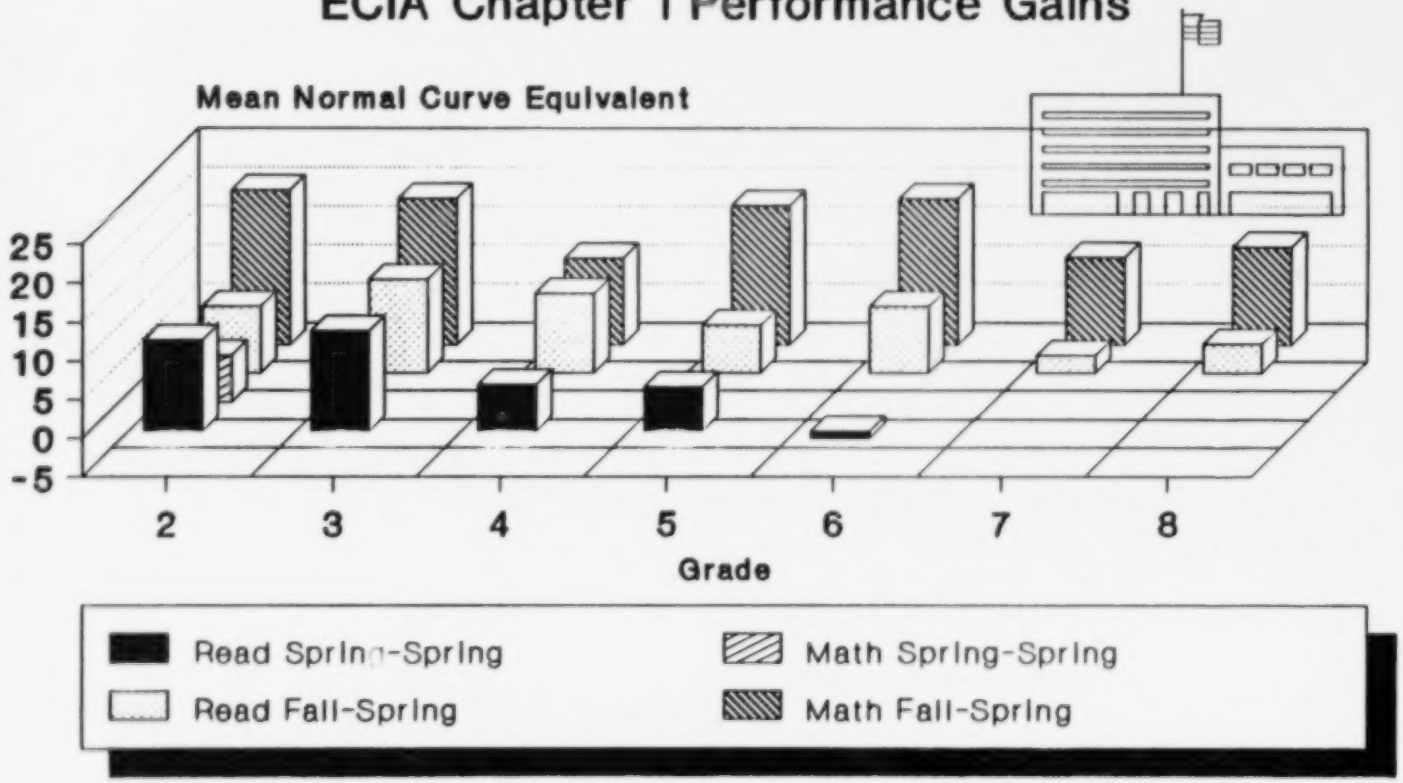


Source: 1986-87 New Jersey CPES Reports
Graph by M and E Associates
Hightstown, New Jersey

NJ CONGRESSIONAL DISTRICT 6

1986-1987

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports
Graph by M and E Associates
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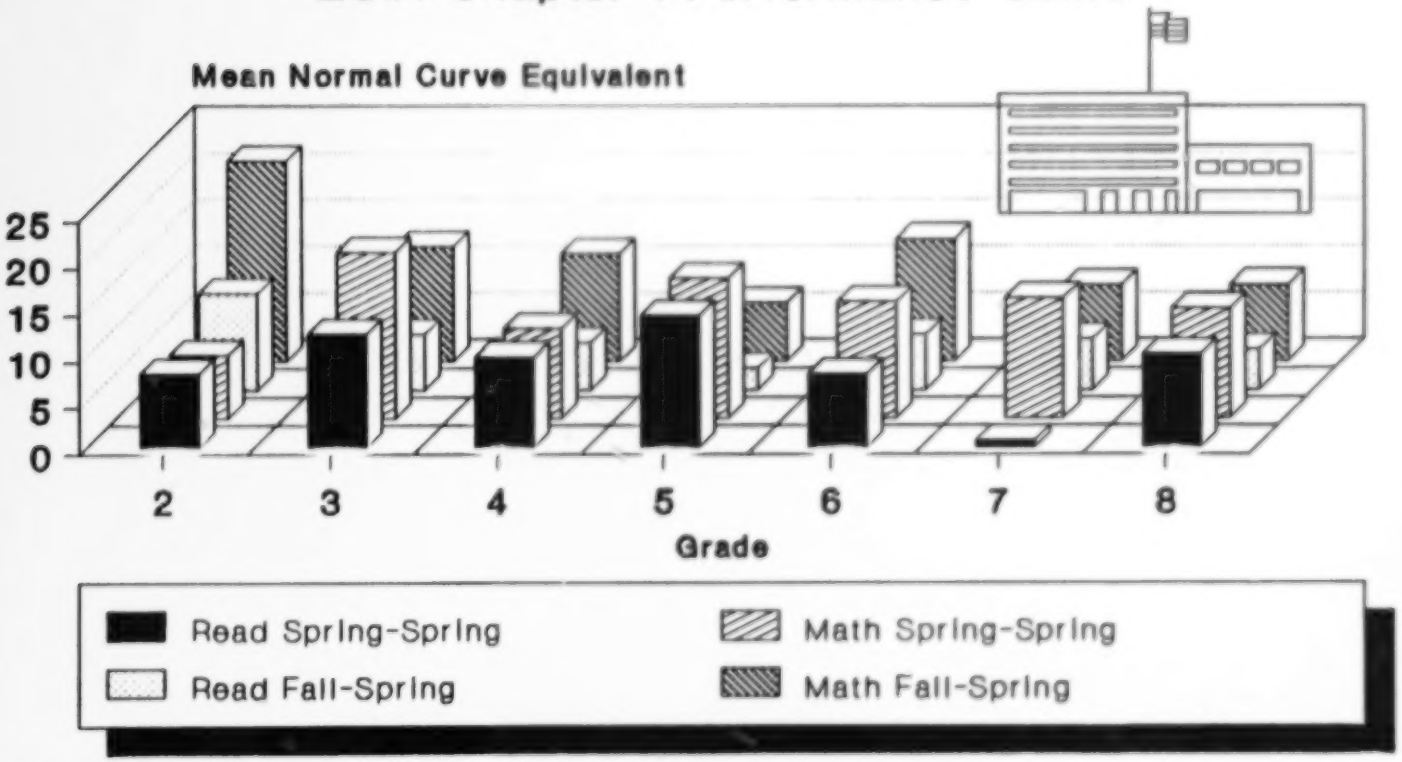
NJ CONGRESSIONAL DISTRICT 7

1986-1987

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports
Graph by M and E Associates
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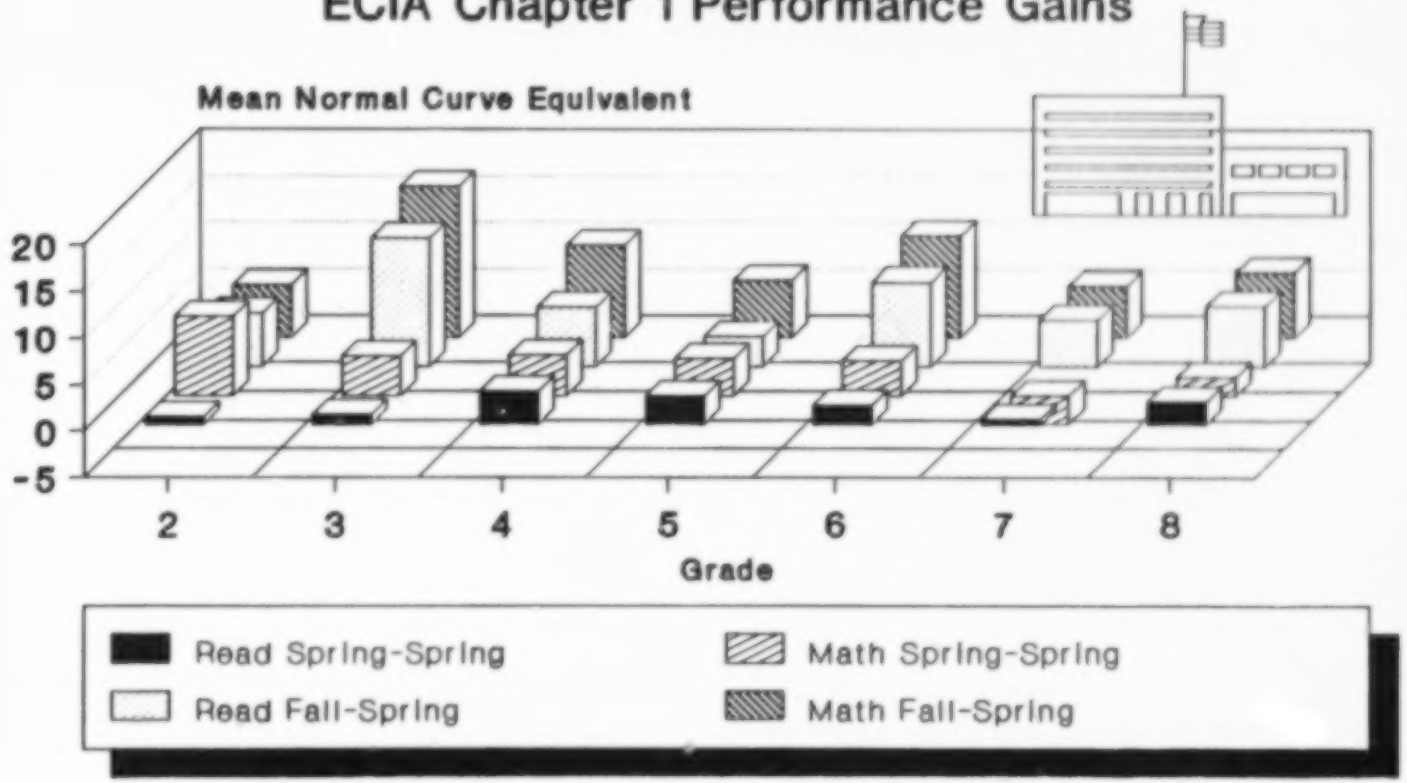
NJ CONGRESSIONAL DISTRICT 8

1986-1987

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports
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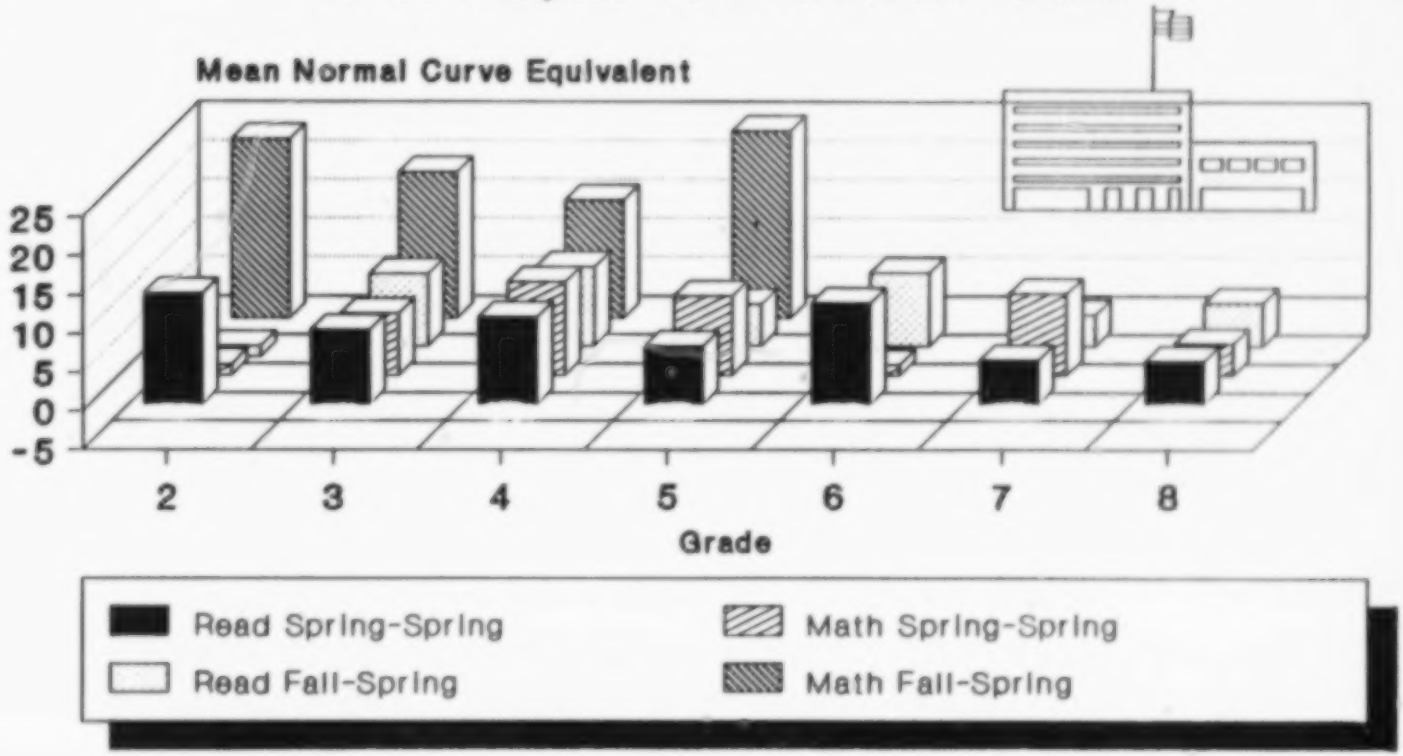
NJ CONGRESSIONAL DISTRICT 9

1986-1987

ECIA Chapter 1 Performance Gains



Source: **1986-87 New Jersey CPES Reports**
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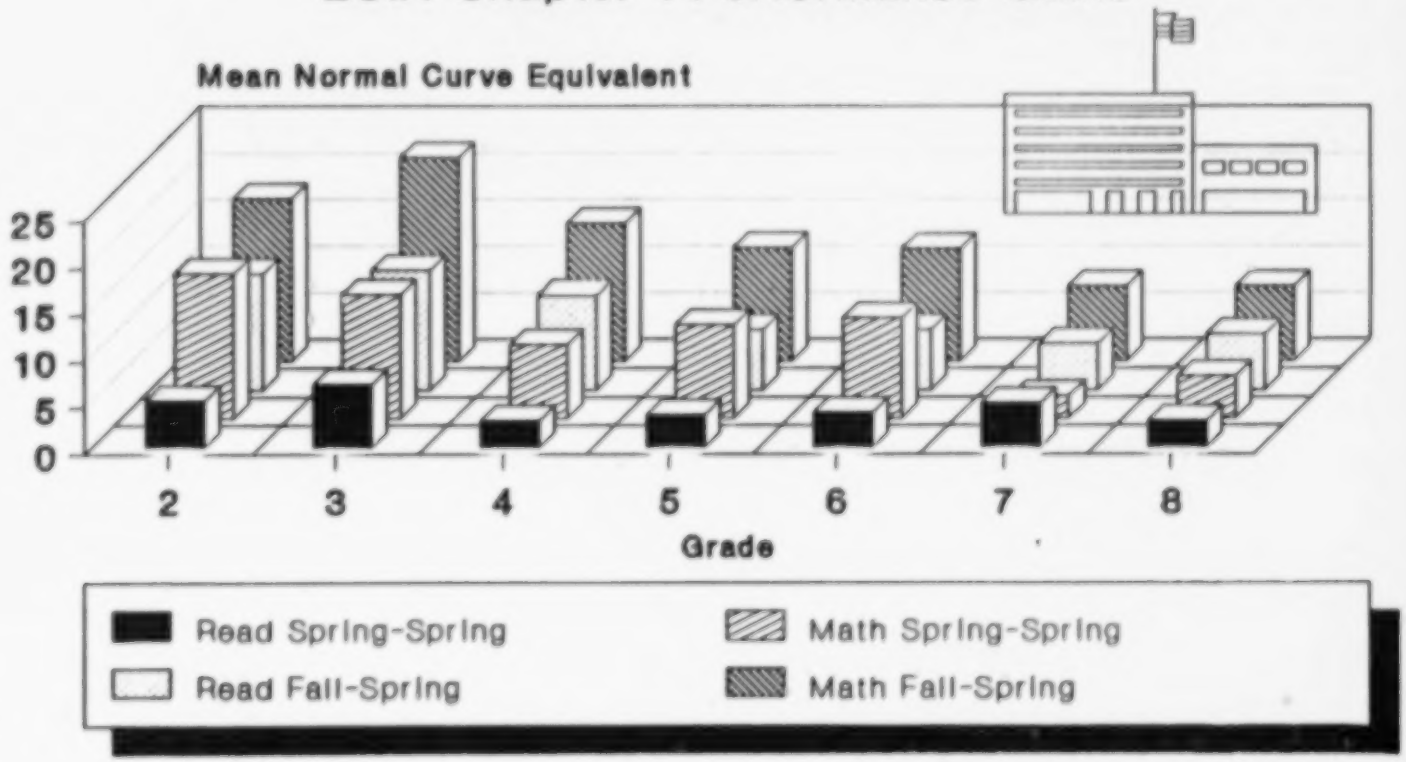
NJ CONGRESSIONAL DISTRICT 10

1986-1987

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports

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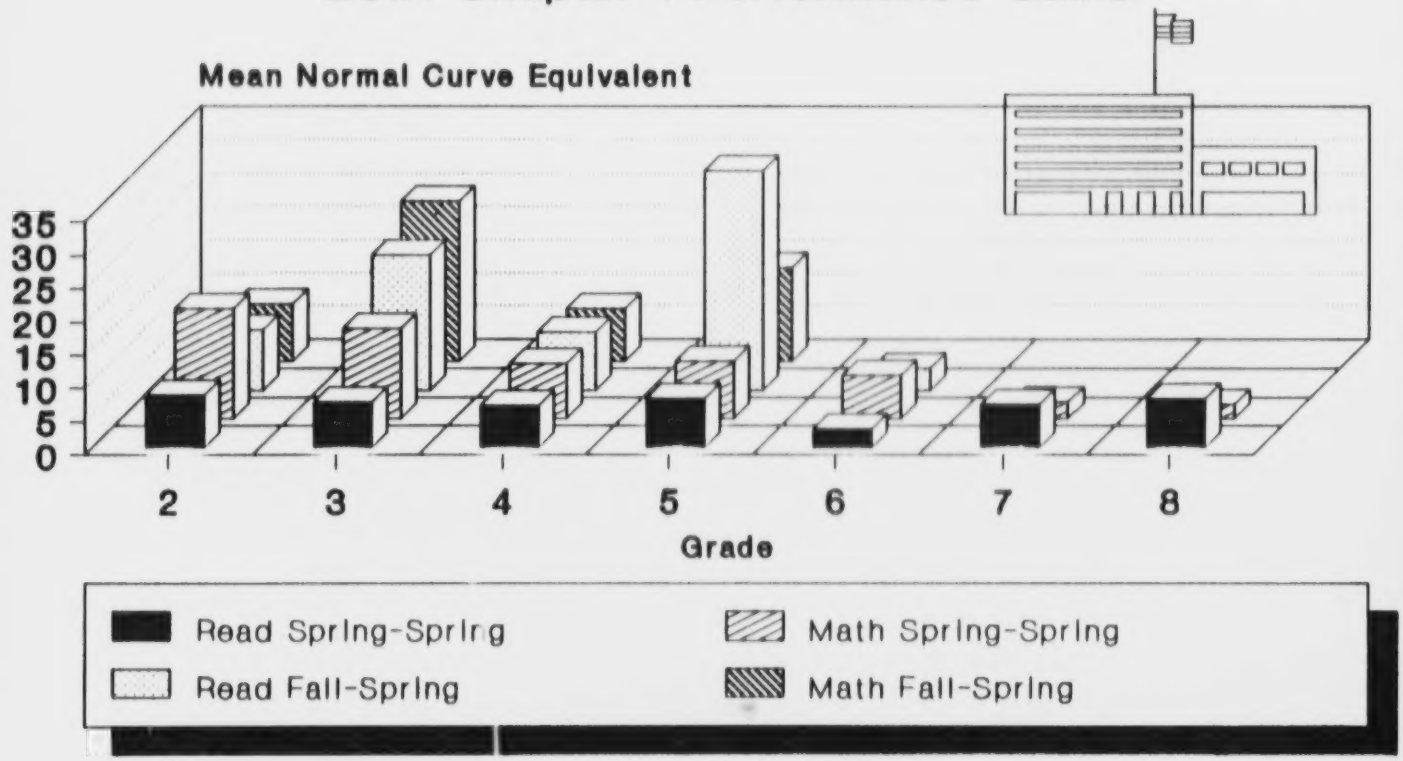
NJ CONGRESSIONAL DISTRICT 11

1986-1987

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports

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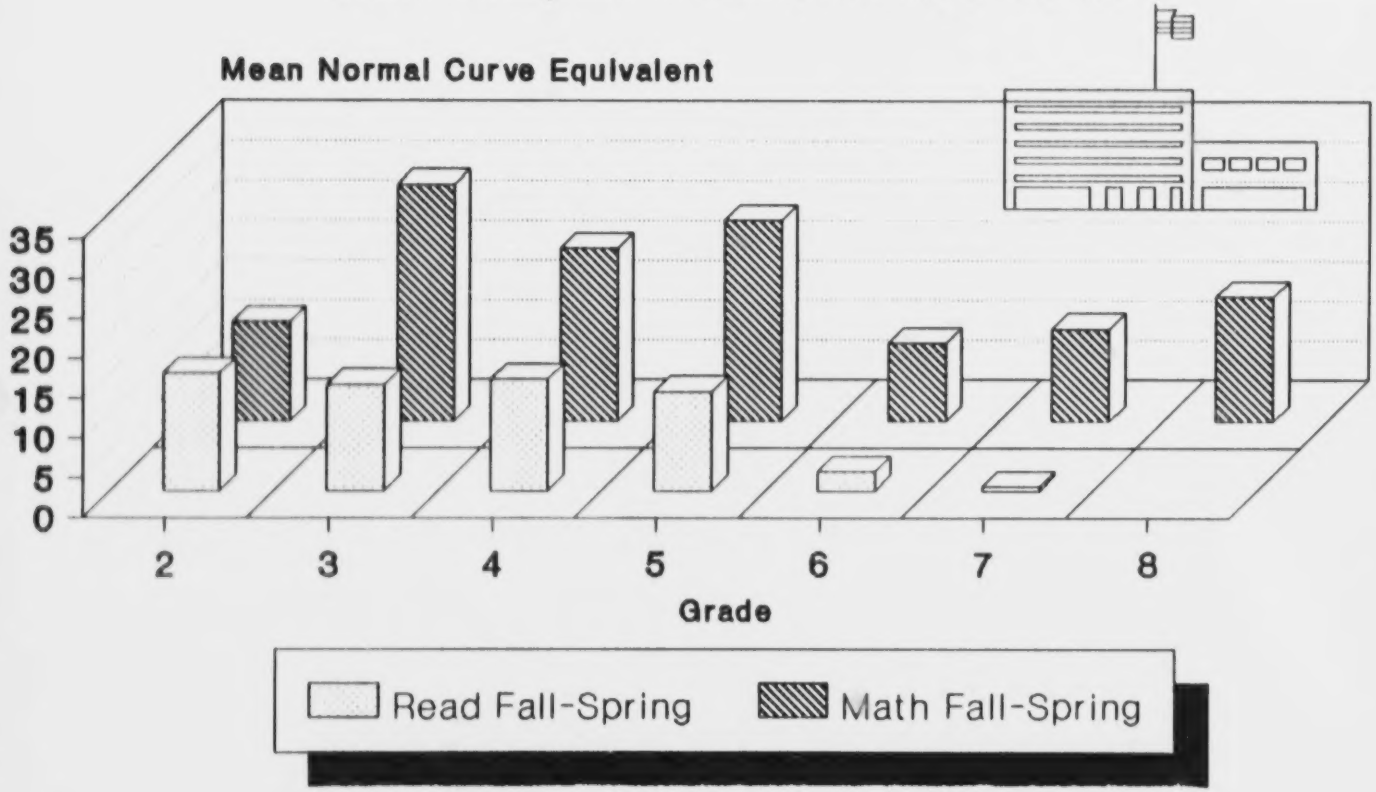
NJ CONGRESSIONAL DISTRICT 12

1986-1987

ECIA Chapter 1 Performance Gains



Source: **1986-87 New Jersey CPES Reports**
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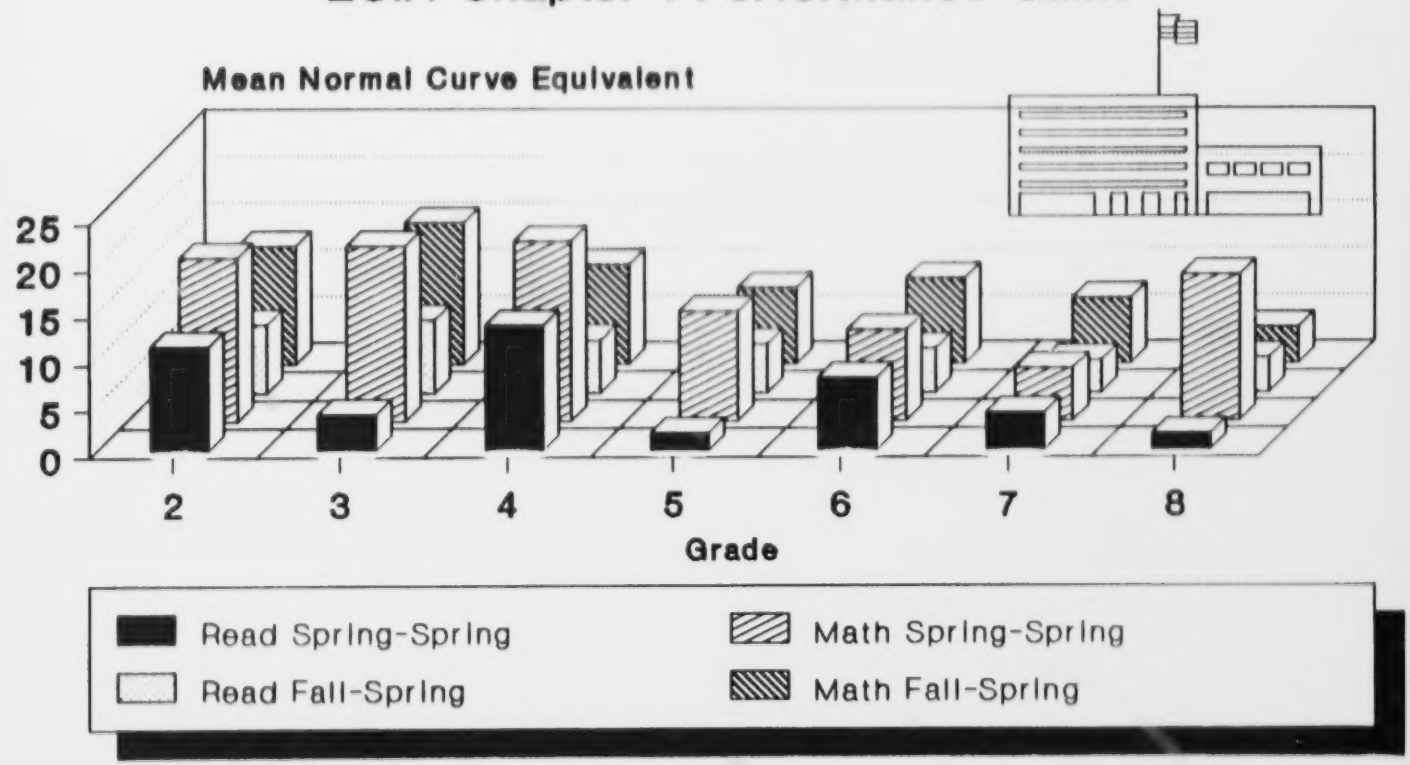
NJ CONGRESSIONAL DISTRICT 13

1986-1987

ECIA Chapter 1 Performance Gains



Source: **1986-87 New Jersey CPES Reports**
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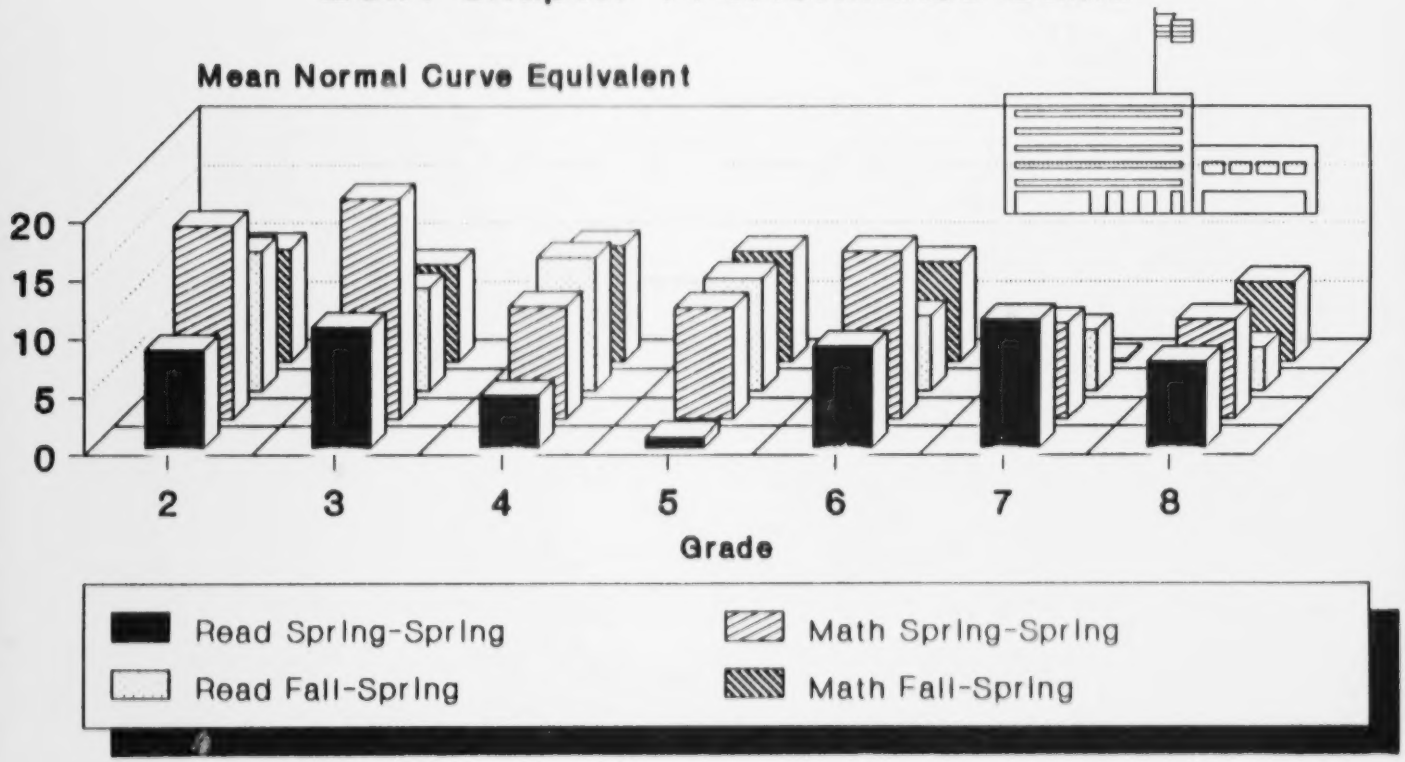
NJ CONGRESSIONAL DISTRICT 14

1986-1987

ECIA Chapter 1 Performance Gains



Source: 1986-87 New Jersey CPES Reports

Graph by M and E Associates

Hightstown, New Jersey

SECTION 4: CONCLUSIONS

The data presented above suggests the following major conclusions:

1. Positive NCE gains were achieved in reading and mathematics at grades two through eight for students tested with either the spring to spring or fall to spring testing schedules.

2. Student NCE gains were generally higher in mathematics than in reading, independent of testing schedule.

3. Students tested using the fall to spring testing schedule generally achieved higher NCE gains than students tested using the spring to spring testing schedule.

4. In general, New Jersey students performed higher than the national results in both reading and mathematics.

5. Statewide results were generally reflected in the results achieved within each Congressional District.

SECTION 5: RECOMMENDATIONS

Based on a review of the results of this study and other ECIA Chapter 1 evaluation reports, the following recommendations are offered:

1. It is recommended that the NJAFPA continue to conduct a statewide evaluation of the ECIA Chapter 1 program. The results of this evaluation effort provide decision-makers at the Congressional, state and local levels with relevant and timely information on the effectiveness of the Chapter 1 program.

2. It is recommended that the NJAFPA expand the design of their statewide ECIA Chapter 1 evaluation to include the following descriptive information:

   - summary of the number and percent of public, non-public, and neglected or delinquent students
   - summary of the number and percent of female and male students
   - summary of the number and percent of students by ethnic breakdown
   - summary of the number and percent of students receiving reading only, mathematics only or both
   - summary of the number of program staff by staff position
   - summary of the frequency of support services by type of service

3. It is recommended that the NJAFPA consider the possibility of expanding the design of their statewide ECIA Chapter 1 evaluation to include performance in the following areas:

   - language arts
   - neglected or delinquent
   - former migrant
   - handicapped
   - Limited English Proficient
   - ESL/bilingual
   - State Compensatory Education
   - grades nine through 12
   - exit level performance results by grade and years in the program

4. It is recommended that the NJAFPA expand the design of their statewide ECIA Chapter 1 evaluation to include the following alternative performance measures:

   - attitude
   - dropout
   - high school graduation rate

5. It is recommended that the NJAFPA expand the design of their statewide ECIA Chapter 1 evaluation to include sustaining effects.

6. It is recommended that the NJAFPA expand the design of their statewide ECIA Chapter 1 evaluation to include an analysis of variables which may influence student performance.

7. It is recommended that the NJAFPA disseminate the results of their statewide ECIA Chapter 1 evaluation to selected national, state and local district individuals and groups.

8. It is recommended that local districts utilize the state and national data contained in the NJAFPA ECIA Chapter 1 evaluation report to draw comparisons to local student performance gains.

APPENDIX A

Congressional District/Participating School District Summary

CONGRESSIONAL DISTRICT/PARTICIPATING SCHOOL DISTRICT SUMMARY

Congressional District	Participating School District
01	Camden City
	Clementon
	Collingswood
	Deptford Twp.
	Gloucester City
	Gloucester Twp.
	Haddon Twp.
	Winslow Twp.
02	Atlantic City
	Bridgeton
	Buena Regional
	Egg Harbor Twp.
	Fairfield Twp.
	Millville
	Pleasantville
	Vineland
	Woodstown-Pilesgrove
03	Asbury Park
	Lakewood
	Long Branch
	Middletown
	Neptune Twp.
	Twp. of Ocean
04	Burlington Twp.
	Hamilton Twp.
	Jackson
	Manalapan-Englishtown
	Trenton
06	Carteret
	Linden
	Matawan-Aberdeen
	New Brunswick
	Perth Amboy
	Rahway
	Roselle
07	Plainfield
	Twp. of Union
	Westfield
08	Nutley
	Passaic
	Patterson
09	Englewood
	Fort Lee
	Garfield
	Kearny
	Lodi
	Teaneck

CONGRESSIONAL DISTRICT/PARTICIPATING SCHOOL DISTRICT SUMMARY

Congressional District	Participating School District
10	East Orange
	Hillside
	Irvington
	Newark
	Orange
11	Mt. Olive Twp.
	West Orange
12	Bridgewater-Raritan
13	Barnegat
	Cherry Hill
	Manchester Township
	Mount Holly Twp.
	Pemerton Twp.
	Willingboro Twp.
14	Bayonne
	Hoboken
	Jersey City
	North Bergen
	Union City
	Union Twp.

APPENDIX B

Statewide and Congressional District Printouts

STATEWIDE SPRING-SPRING READING RESULTS

Grade	No. of Stu.	Mean Gain
02	3,744	5.76
03	4,257	6.40
04	3,831	4.38
05	4,570	3.17
06	4,210	5.18
07	3,497	3.07
08	3,205	2.47

STATEWIDE SPRING-SPRING MATH RESULTS

Grade	No. of Stu.	Mean Gain
02	2,500	13.40
03	3,534	11.73
04	3,833	7.40
05	3,797	7.75
06	3,453	9.29
07	2,597	2.31
08	3,133	3.77

STATEWIDE FALL-SPRING READING RESULTS

Grade	No. of Stu.	Mean Gain
02	2,622	9.03
03	3,045	11.36
04	2,017	8.12
05	2,817	6.44
06	2,697	7.20
07	2,262	4.35
08	2,228	3.44

STATEWIDE FALL-SPRING MATH RESULTS

Grade	No. of Stu.	Mean Gain
02	2,092	12.25
03	2,454	16.66
04	2,006	10.44
05	2,187	9.15
06	2,291	10.38
07	1,639	3.83
08	2,089	4.65

NJ CONGRESSIONAL DISTRICT SPRING-SPRING READING RESULTS

Cong. Dis.	Grade	No. of Stu.	Mean Gain
01	02	129	16.21
	03	59	10.28
	04	75	5.00
	05	63	5.71
	06	73	4.85
	07	78	1.85
	08	67	1.66
02	02	254	2.99
	03	755	2.79
	04	680	3.22
	05	757	-1.12
	06	801	4.05
	07	659	-0.51
	08	617	-0.02
03	02	306	8.18
	03	360	7.45
	04	323	3.65
	05	312	3.78
	06	260	9.46
	07	168	-3.31
	08	142	-0.19
04	02	677	3.89
	03	404	8.92
	04	416	5.70
	05	391	6.53
	06	335	10.70
	07	345	-1.77
	08	354	2.22
06	02	66	11.75
	03	33	13.00
	04	32	6.00
	05	20	5.80
	06	17	-0.90
07	02	30	7.94
	03	14	12.29
	04	17	9.78
	05	11	14.23
	06	9	8.00
	07	12	0.75
	08	5	10.04
08	02	219	0.86
	03	233	1.06
	04	185	3.59
	05	220	3.11
	06	189	2.06
	07	192	0.63
	08	154	2.49
09	02	82	14.30

NJ CONGRESSIONAL DISTRICT SPRING-SPRING READING RESULTS

Cong. Dis.	Grade	No. of Stu.	Mean Gain
	03	105	9.62
	04	139	11.27
	05	123	7.61
	06	61	13.14
	07	81	5.70
	08	45	5.65
10	02	1,682	5.05
	03	1,885	6.84
	04	1,550	2.94
	05	2,402	3.61
	06	2,053	3.78
	07	1,510	4.80
	08	1,551	2.90
11	02	66	7.98
	03	51	6.88
	04	52	6.34
	05	50	7.49
	06	61	2.82
	07	21	6.60
	08	26	7.50
13	02	82	11.24
	03	91	3.94
	04	87	13.47
	05	88	1.89
	06	111	7.89
	07	97	4.04
	08	22	1.80
14	02	151	8.48
	03	267	10.42
	04	275	4.56
	05	133	0.99
	06	240	8.78
	07	334	11.12
	08	222	7.45

NJ CONGRESSIONAL DISTRICT SPRING-SPRING MATH RESULTS

Cong. Dis.	Grade	No. of Stu.	Mean Gain
01	02	130	25.22
	03	90	23.52
	04	90	16.70
	05	103	15.70
	06	94	9.18
	07	97	4.20
	08	91	7.90
02	02	291	3.06
	03	807	8.02
	04	743	2.17
	05	774	0.59
	06	853	4.57
	07	648	2.30
	08	588	2.57
03	02	345	12.63
	03	320	9.86
	04	367	9.27
	05	297	7.69
	06	253	9.74
	07	226	1.44
	08	192	0.13
04	02	41	20.71
	03	369	11.67
	04	349	5.48
	05	409	8.27
	06	332	13.55
	07	309	-3.76
	08	351	0.49
06	02	19	6.04
07	02	27	6.89
	03	50	17.87
	04	79	9.47
	05	81	15.10
	06	20	12.60
	07	28	13.05
	08	27	11.91
08	02	175	8.54
	03	197	4.27
	04	133	4.32
	05	171	4.02
	06	131	3.77
	07	84	-3.00
	08	159	1.97
09	02	68	1.48
	03	112	8.10
	04	128	12.11
	05	79	10.33
	06	245	1.34
	07	47	10.56

NJ CONGRESSIONAL DISTRICT SPRING-SPRING MATH RESULTS

Conp. Dis.	Grade	No. of Stu.	Mean Gain
	08	49	4.13
10	02	1,165	15.62
	03	1,299	13.42
	04	1,607	7.95
	05	1,582	10.06
	06	1,460	10.82
	07	842	2.49
	08	1,446	4.57
11	02	32	16.60
	03	28	13.70
	04	26	8.40
	05	23	8.70
	06	33	6.60
	07	34	2.60
	08	37	2.20
13	02	72	17.66
	03	69	18.97
	04	106	19.42
	05	82	11.87
	06	83	9.87
	07	76	5.76
	08	30	15.80
14	02	135	16.62
	03	193	18.98
	04	205	9.72
	05	196	9.58
	06	170	14.40
	07	206	8.26
	08	163	8.58

NJ CONGRESSIONAL DISTRICT FALL-SPRING READING RESULTS

Cong. Dis.	Grade	No. of Stu.	Mean Gain
01	02	707	6.02
	03	569	11.74
	04	430	6.66
	05	489	3.97
	06	676	5.72
	07	562	3.18
	08	609	-0.18
02	02	192	7.13
	03	218	11.75
	04	176	4.92
	05	181	7.47
	06	237	11.53
	07	149	6.93
	08	203	3.82
03	02	88	13.97
	03	87	9.17
	04	115	13.10
	05	82	10.20
	06	93	6.60
	07	97	4.50
	08	90	4.40
04	02	89	13.01
	03	80	12.44
	04	42	9.10
	05	62	7.60
06	02	235	8.66
	03	256	12.14
	04	126	10.37
	05	162	6.29
	06	180	8.62
	07	165	2.31
	08	99	3.89
07	02	81	10.40
	03	88	6.00
	04	50	5.10
	05	58	2.30
	06	60	6.00
	07	111	5.50
	08	112	4.40
08	02	180	5.77
	03	517	13.77
	04	366	6.41
	05	469	3.22
	06	460	9.09
	07	353	5.01
	08	354	6.48
09	02	24	-1.25
	03	36	9.38

NJ CONGRESSIONAL DISTRICT FALL-SPRING READING RESULTS

Cong. Dis.	Grade	No. of Stu.	Mean Gain
	04	36	10.34
	05	32	5.43
	06	30	9.55
	07	24	4.13
	08	24	5.67
10	02	410	12.56
	03	458	12.94
	04	369	10.19
	05	368	6.45
	06	323	6.45
	07	208	5.00
	08	251	6.00
11	02	2	9.00
	03	3	20.40
	04	5	8.80
	05	1	33.00
	06	3	3.30
12	02	52	14.80
	03	36	13.40
	04	41	14.10
	05	24	12.50
	06	17	2.40
	07	41	0.50
13	02	189	7.38
	03	164	7.90
	04	152	5.67
	05	136	5.19
	06	147	4.70
	07	131	3.49
	08	151	3.74
14	02	373	11.95
	03	533	8.83
	04	109	11.41
	05	753	9.66
	06	471	6.36
	07	421	5.22
	08	335	3.67

NJ CONGRESSIONAL DISTRICT FALL-SPRING MATH RESULTS

Cong. Dis.	Grade	No. of Stu.	Mean Gain
01	02	262	8.86
	03	428	19.73
	04	329	6.38
	05	312	6.22
	06	486	8.56
	07	435	2.94
	08	596	0.15
02	02	195	15.18
	03	181	19.53
	04	216	7.98
	05	191	10.20
	06	264	13.75
	07	185	2.39
	08	207	2.77
03	02	47	17.88
	03	23	32.80
	04	51	19.70
	05	47	19.90
	06	92	8.40
	07	82	6.50
	08	80	4.60
04	02	68	12.38
	03	63	16.03
	04	44	15.12
	05	56	10.80
06	02	137	19.79
	03	118	18.86
	04	63	11.03
	05	37	17.92
	06	29	18.76
	07	16	11.19
	08	17	12.59
07	02	38	21.50
	03	66	12.30
	04	44	11.50
	05	66	6.30
	06	53	13.10
	07	102	8.10
	08	93	8.20
08	02	418	5.63
	03	455	16.24
	04	317	9.98
	05	495	6.14
	06	486	10.94
	07	8	5.50
	08	319	7.08
09	02	33	23.00
	03	38	18.84

NJ CONGRESSIONAL DISTRICT FALL-SPRING MATH RESULTS

Cong. Dis.	Grade	No. of Stu.	Mean Gain
	04	2	15.20
	05	1	24.00
10	02	364	17.40
	03	407	21.87
	04	281	14.75
	05	359	12.11
	06	295	12.06
	07	221	8.00
	08	297	8.00
11	02	2	8.50
	03	1	24.00
	04	8	7.80
	06	4	14.00
12	02	25	12.50
	03	13	29.80
	04	24	21.80
	05	24	25.30
	06	16	9.90
	07	14	11.70
	08	25	15.70
13	02	176	12.63
	03	172	15.14
	04	153	10.68
	05	134	8.08
	06	126	9.10
	07	138	7.02
	08	142	3.82
14	02	325	9.68
	03	489	8.34
	04	474	9.90
	05	485	9.46
	06	440	8.50
	07	438	0.17
	08	313	6.81

PRODUCTION

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